

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL VISITATION
CASE STUDY COMPLIANCE REVIEW**

**SAU 59
Winnisquam Regional School District
Summary Report**

**Dr. Tammy Davis, Superintendent
Jack Tiano, Director of Pupil Personnel Services**

Richard V. Lates
Education Consultant

Site Visit Conducted on January 23-24, 2007
Report Date, March 20, 2007

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I. TEAM MEMBERS

Visiting Team Members:

NAME	PROFESSIONAL ROLE
Chairperson: Richard Lates	Education Consultant
Helene Anzalone	Director of Pupil Services
Nancy D'Agostino	Education Consultant
Joanne DeBello	Building Coordinator
Linda Dahl	Special Educator
Diane Gray	Special Educator
Karen Guercia	Asst. Director, Special Services
Debbie Guillotte	Special Educator
Francine Hirsch	Special Educator
Jeffrey Josten	Special Educator
Kay Marini	Special Educator
Andrea Martel	Special Educator
Patti Montague	Special Education Coordinator
Susan Pleau	Director of Pupil Services

Building Level Team Members:

NAME	PROFESSIONAL ROLE	NAME	PROFESSIONAL ROLE
Claire Mills	Behavior Specialist	Christine Combray	Special Educator
Kathy McKinster	Speech Pathologist	Rita DeVeer	Speech Asst.
Debra Tomasek	Occupational Therapist	Debra Markee	OT Asst
Rebecca Downs	Regular Educator	Christine Roman	Regular Educator
Mike Bryant	Regular Educator	Rich Hines	Principal
Candy Pederzini	Regular Educator	Jen Sereni	Special Educator
Nancy Coffin	Special Educator	Jennifer Bechtold	Autism Coordinator
Tara Burns	Paraprofessional	Paula Young	Special Educator
John Cormier	Regular Educator	Linda Chapin	Reading Specialist
Sandie Sterling	Principal	Jamie Vose	Special Educator
Barbara Cook	Special Educator	Whitney Rhine	Special Educator
Midge Flanders	Special Educator	Tom Croteau	Principal
Joyce Berney	Special Educator	Geoff Tomlinson	Special Educator
Elaine Fabian	Special Educator	Trudy Leask	School Psychologist
Beatrice Gove	Counselor	Koleen Crawford	Special Educator

II. INTRODUCTION

Winnisquam Regional School District serves the communities of Sanbornton, Tilton and Northfield with five schools: Sanbornton Central School (K-grade 5), Union Sanborn Elementary School (Pre - grade 2), Southwick (grades 3-5), Winnisquam Regional Middle School (grades 6-8) and Winnisquam Regional High School (grades 9-12). The District serves a student enrollment of 1,715 students, with a total of 306 students identified with educational disabilities, or 18% of the total enrollment. The District is staffed by 17 Special Educators, 3 School Psychologists, 2 Speech Pathologists, 5 Speech Assistants, 1 Occupational Therapist, 3 OT Assistants, and 1 Family-School Coordinator. In addition, the District contracts services for physical therapy, visual impairment teacher, and autism coordination. Winnisquam currently serves 15 students through out-of-district placements. Four years ago, the District completed a major facilities upgrade, which expanded and renovated both the middle school and the high school. Vocational opportunities are provided to high school students in the Vocational Agricultural Center facility and at the HUOT Technical Center in Laconia. Only 4 students identified with educational disabilities were found to be out-of-compliance in SPEDIS as of December 1, 2006.

SAU 59 Beliefs and Mission

It is the mission of the Winnisquam Regional School District to prepare all students to become lifelong learners and responsible citizens in an ever-changing society.

SAU 59 Special Education Administrative Structure

Each building has a Pupil Personnel Team Chairperson, selected by the Building Principal and Director of Pupil Personnel Services each year. The Director of Pupil Personnel Services oversees special education for the entire district and reports directly to the Superintendent of Schools. He is assisted by an Out-of-District Coordinator and a Preschool Coordinator, who oversees preschoolers in the district program as well as those in community programs.

District Enrollment Data	2004-05	2005-06	2006-07
Total Student Enrollment (ages 6-21) (as of Oct 1)	1604	1580	1715
Expenditure Per Pupil	9020.07		
Cumulative Drop-Out % (grades 9-12) students with disabilities			
Cumulative Drop-Out % (grades 9-12) non-disabled students			
Free/Reduced Lunch %	22.76 %	20.95 %	
Title I %	8%	8%	8%
LEP %	0.17%		
Special Education Program Data	2004-05	2005-06	2006-07
# of Identified Students Ages 3-5 (as of Oct. 1)	33	30	28
# of Identified Students Ages 6-21 (as of Oct. 1)	320	333	284
% Identified Ages 6-21 (as of Oct. 1)	20%	21%	17%
# Out of District	26	25	21
% Out of District	.08	.07	.07
# of Students Out of Compliance (as of Oct. 1)			33
Special Programs Total Expenditure			
Average Caseload (as of Oct. 1)	20	20	20
# Identified Students Suspended One Or More Times		36	
# of students with disabilities who are being provided home instruction (as of Dec.1)		6	6
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	0

Special Education Staffing: (report in FTEs)	2004-05	2005-06	2006-07
# of Special Educators			17
# of Related Service Providers			7
# of Paraprofessionals			69

Note: Some demographic data is missing from this table due to missing records which staff were unable to locate.

III. PURPOSE AND DESIGN OF THE CASE STUDY COMPLIANCE REVIEW PROCESS

The New Hampshire Department of Education (NHDOE) conducted a Special Education Program Approval Visit to SAU 59 on January 23-24, 2007 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews were conducted at all of the schools in SAU 59. These include:

- Union Sanborn School, Northfield, Grades P K-2
- Southwick Elementary School, Northfield, Grades 3-5
- Sanbornton Central School, Sanbornton, Grades K-5
- Winnisquam Regional Middle School, Tilton, Grades 6-8
- Winnisquam Regional High School, Tilton, Grades 9-12

The New Hampshire Department of Education, Bureau of Special Education conducts program approval visits using a Case Study Model that is a focused review. This focused review permits the NHDOE to leverage its impact for change and improvement within school districts and private special education schools statewide, by focusing the attention of all educators on the following three areas of critical importance in the provision of FAPE for students with disabilities.

- Access to the General Curriculum
- Transition
- Behavior Strategies and Discipline

As part of this compliance review, case studies were randomly selected by the NHDOE prior to the visit, and staff was asked to present these case studies to determine compliance with state and federal special education rules and regulations. Other activities related to this NHDOE Case Study Compliance Visit included the review of:

- ♦ All application materials submitted
- ♦ Status of corrective actions since the last NHDOE Special Education Program Approval Visit
- ♦ Personnel credentials for special education staff (verified by NHDOE)
- ♦ Program descriptions and SPEDIS verification reports
- ♦ All data collected during the visit

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the Case Study Compliance Review and the varied data collection activities. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 59. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

Evidence of the work conducted and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the following pages, outline identified areas of strength and areas needing improvement for each school reviewed.

IV. STATUS OF PREVIOUS NHDOE SPECIAL EDUCATION PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the May 16, 2002 NHDOE Special Education Program Approval Report, there were no citations of non-compliance which required corrective action.

V. JANUARY 23-24, 2007 CASE STUDY COMPLIANCE REVIEW RESULTS

Data collection is an important part of the NHDOE Special Education Case Study Compliance Review Process. In order to monitor whether or not special education programs are in compliance in the three focus areas, and determine any root causes of problems that may be identified through the case study process, it is essential that each case study team dig deeply into the data, and not just take a surface look. This process takes time, and the entire team working with the child being studied must be involved in collecting and analyzing the data, as well as presenting and summarizing the data with the visiting team. As such, the NHDOE works with educational communities to determine the number and type of case studies to be prepared and presented, to ensure that building teams are not inundated with much more data than they can possibly analyze, allowing them to reflect upon and generalize their newly found knowledge of their programs, practices, policies and procedures.

The Case Study Compliance Review process for SAU 59 considered a total of 13 case studies selected randomly and representing all school buildings in the SAU and a cross-section of the SAU continuum of special education programs, services and grade levels. The selected case studies included DD, MR, SLD, SLI, EH, and OHI case studies, in both modified regular and substantially separate settings.

PARENT PARTICIPATION

One of the defining features of effective schools is strong parent/community relations and open communication. Having parents as an active stakeholder in the NHDOE Special Education Program Approval Process ensures broader perspectives and brings forth new ideas. In addition, including the parent perspective enhances and strengthens the teams' case study presentations, and makes for stronger school/parent relationships. As such, parent participation and input is a required part of the NHDOE Special Education Program Approval Process. In order to ensure parent participation and feedback, the NHDOE, Bureau of Special Education involves parents in a variety of aspects of the Special Education Program Approval Process. First, parents are encouraged to be active participants in the case study presentations; second, parents of the children presented in the case study process are formally interviewed; and third, the SAU/school is required to send all parents of students with disabilities a written survey with a request to respond. Below is a summary of the results of the parent survey, along with a summary of the comments/feedback provided to the visiting team during the January 23-24, 2007 Case Study Compliance Review in SAU 59.

SAU 59 mailed parent satisfaction surveys to all parents of educationally disabled children served by the SAU and received 55 responses to the 300 surveys mailed to parents. By their responses, parents generally indicated their satisfaction with SAU 59 special education programs and services. At the preschool level, all parents who responded expressed complete satisfaction with special education programs and services. 89% of elementary parents, 81% of middle school parents and 68% of high school parents who responded indicated complete satisfaction. Some elementary parents indicated that greater attention should be given to students with behavior challenges. Middle School parents are looking for more information regarding the new inclusive environment within the middle school. Some high school parents feel that more needs to be done to help students with behavioral concerns. More emphasis needs to be placed on helping students feel more a part of their school community, and participate more in extra-curricular activities.

SUMMARY OF LEA PARENT SURVEY DATA

Total number of surveys sent: 300	Total # of completed surveys received: 55	Percent of response: 19%
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Preschool Parent Survey Responses (2)

Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1
I am satisfied with my child's program and the supports that he/she receives.	2		
My child has opportunities to interact with non-disabled peers on a regular basis.	2		
I am adequately informed about my child's progress.	2		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	2		
My child feels safe and secure in school and welcomed by staff and students.	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	2		
TRANSITION:			
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	1		
All of the people who are important to my child's transition were part of the planning.	1		
BEHAVIOR STRATEGIES AND DISCIPLINE:			
My child's classroom behaviors affect his/her ability to learn. (circle yes or no) <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES	NO	
	3	2	1
I have been involved in the development of behavior interventions, strategies and supports for my child.	n/a		
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	n/a		
OTHER:			
I fully participate in special education decisions regarding my child.	2		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	2		

Elementary Parent Survey Responses (19)

Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	16	3		
My child has opportunities to interact with non-disabled peers on a regular basis.	19			
I am adequately informed about my child's progress.	18	1		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	16	3		
My child feels safe and secure in school and welcomed by staff and students.	17	2		
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	17	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	15	4		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	15	2		2
All of the people who are important to my child's transition were part of the planning.	15	2		2

BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES			NO
	3	2	1	no answer
I have been involved in the development of behavior interventions, strategies and supports for my child.	10	2		7
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	10	1	1	7
OTHER:				
I fully participate in special education decisions regarding my child.	16	3		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	19			

Middle School Parent Survey Responses (19)

Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	12	6	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	19			
I am adequately informed about my child's progress.	15	4		
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	11	2	3	3
My child feels safe and secure in school and welcomed by staff and students.	12	3	2	2
A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	18	1		
I am satisfied with the progress my child is making toward his/her IEP goals.	13	5	1	
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	13	2	1	2
All of the people who are important to my child's transition were part of the planning.	13	2	1	2
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES			NO
	3	2	1	
I have been involved in the development of behavior interventions, strategies and supports for my child.	5	4		9
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	6	3		9
OTHER:				
I fully participate in special education decisions regarding my child.	18	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	19			

High School Parent Survey Responses (15)

Scale 3 = Completely 2 = Partially 1 = Not at all

ACCESS TO THE GENERAL CURRICULUM:	3	2	1	No Answer
I am satisfied with my child's program and the supports that he/she receives.	10	4	1	
My child has opportunities to interact with non-disabled peers on a regular basis.	13	2		
I am adequately informed about my child's progress.	9	5	1	
My child is informed about and encouraged to participate in school activities outside of the school day, and is offered necessary supports.	6	6	3	
My child feels safe and secure in school and welcomed by staff and students.	9	6		

A variety of information (observations, test scores, school work, parent input) was used in developing my child's IEP.	13	2		
I am satisfied with the progress my child is making toward his/her IEP goals.	9	6		
FOR PARENTS OF HIGH SCHOOL STUDENTS: My child earns credits toward a regular high school diploma in all of his/her classes.	12	3		
TRANSITION:				
I am satisfied with the planning and support provided for the moves my child has made from grade to grade and school to school.	8	6	1	
All of the people who are important to my child's transition were part of the planning.	9	3	3	
FOR PARENTS OF STUDENTS AGE 16 OR OLDER: I am satisfied with the written secondary transition plan that is in my child's IEP.	4	4	1	6
BEHAVIOR STRATEGIES AND DISCIPLINE:				
My child's classroom behaviors affect his/her ability to learn. <i>If yes, please answer the next two questions. If no, skip to OTHER.</i>	YES		NO	
I have been involved in the development of behavior interventions, strategies and supports for my child.	4	1		10
I am satisfied with the way the school is supporting my child's behavioral, social and developmental needs.	2	1	2	10
OTHER:				
I fully participate in special education decisions regarding my child.	14	1		
I have been provided with a copy of the procedural safeguards (parental rights) at least once a year.	14	1		

**SUMMARY OF FINDINGS FROM THE THREE FOCUS AREAS OF THE
CASE STUDY COMPLIANCE REVIEW**

Access To The General Curriculum

Implementation of IEPs

Provision of Non-Academic Services

Full Access to the District's Curriculum

Equal Education Opportunity

Students with educational disabilities are provided services in the least restrictive setting, as evidenced by the strong continuum of services and specialized programs at all levels and the low percentage of students placed out of district at this time. The District is currently in the process of changing its service delivery model from resource room to inclusion and has made this shift in 4 of its 5 schools. In an effort to reduce its number of school drop-outs and its percentage of students placed out of district even further, the District administration plans to start up an alternative high school for special education students within the District for the 2007-08 school year. At its inception, the program will serve students identified with emotional disabilities and students needing a smaller, self-contained learning environment. The District has begun the NHDOE Special Education Program Approval process for a planned start-up in September 2007.

Transition

Transition Planning

Process: Provision of FAPE

Transition Services

The SAU provides a number of transition activities for students moving from grade to grade and from building to building. The transition process is consistently followed across the district. Transition meetings between sending and receiving school are held at the receiving school, and regular and special educators from both schools participate in these meetings. Winnisquam Regional High School students with educational disabilities have access to vocational programs in the Vocational Agricultural Center and the HUOT Technical Center in Laconia. Identified students at the high school have access to an assisted study every period of the day, staffed by a special educator.

Behavior Strategies and Discipline

The District has adopted the Positive Behavior Intervention and Supports model in 4 of its 5 schools. A behavior modification program called “Back on Track” has been established in all 5 schools to assist students in developing problem-solving and self-management skills. Each school provides a supervised setting for students who need assistance with setting goals and changing their perspective toward school and their peers.

COMMENDATIONS

The Staff and administration of SAU 59 are to be commended for:

1. The strong commitment to shifting from a resource room model to a full inclusion service delivery model.
2. The high degree of engagement by the special education staff in the program approval process. The case study presentations were carefully prepared and delivered and very well-received.
3. The participation of parents and students in the case study presentations.
4. The excellent educational facilities.
5. The strong support to special education programs and services provided by the district and building leadership team.
6. The level of collaboration in support of students with educational disabilities between general and special educators.
7. The district-wide NWEA assessment system and computerized integration of curriculum data available to teachers to strengthen classroom instruction, support differentiated instruction and align the District curriculum with state GLEs and GSEs.
8. The strong financial support provided by the communities in SAU 59 to special education programs and services.
9. The high academic expectations of all students, resulting in achievement targets for every student.
10. The professional development opportunities offered to staff members to help them work more effectively with students with educational disabilities: Differentiated Instruction and Therapeutic Crisis Intervention
11. The adoption of the PBIS program and the Back on Track support services to assist students with behavioral challenges.
12. The effective programming for students with Autism.
13. The significant reduction in the number of students placed out-of-district.
14. The plan to start an alternative high school as an alternative to placing students out-of-district.
15. The vocational opportunities offered to all students.
16. The assisted study offered at the high school offered every period and supervised by a special educator.
17. The strong emphasis placed upon school safety across the district.

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

There were no issues of significance identified by the visiting team.

**CITATIONS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE
JANUARY 23-24, 2007 CASE STUDY COMPLIANCE REVIEW**

Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations. Citations of non-compliance may result from review of policies and procedures and related application materials, case study presentations, review of student records or any other program approval activity related to the visit. **It is important to note that all citations of non-compliance that are included in this section of the report will need to be addressed in a corrective action plan.**

As a result of the Case Study Compliance Review, the following citations of non-compliance were identified. Each citation listed below must be addressed in a corrective action plan and resolved within one year of this report. A template and instructions for such planning will be provided.

Citations noted in the three focus areas:

Ed1109.01 IEP Annual Measurable Goals:

IEP annual goals must be written in measurable terms.

20 U.S.C.1414 (d)(1)(AQ)(i)(I)(VIII) Transition Planning

Transition plans in IEPs must include coordinated measurable annual IEP goals and should include transition services that will reasonably enable the student to meet the post-secondary goals.

Ed. 1109.01 Individual Education Plan

IEP must include current level of performance related to transition services.

34CFR300.321(b)(1) Transition Plan

IEP team and process must include the student as part of transition planning.

Ed.1125.04 Evaluation

Individual evaluation process must be completed within 45 days.

Ed. 1109.08 IEP

Individual Education Plan must be fully developed and signed by the student's third birthday.

Ed.1107.02(h) Transition

A transition planning conference with ESS must occur at least 90 days before student's third birthday. The LEA shall comply with **34 CFR 300.132** when accepting referrals and transitioning children from Part C of the IDEA to preschool program

Citations noted in the Out-Of-District file review:

Ed. 1109.01 IEP

The IEP must indicate how the student will participate in state-wide or district-wide assessments.

Ed. 1109.01 IEP

The IEP must contain a statement about how the student will participate with other disabled and non-disabled students in extracurricular and other nonacademic activities.

SUGGESTIONS FOR PROGRAM-WIDE IMPROVEMENT

Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development, and the NHDOE strongly encourages that serious consideration be given to the suggestions. However, discretion may be used in this area; suggestions for improvement are not considered to be required corrective actions and you may determine which suggestions most warrant follow up and address those in your corrective action plan. **System wide suggestions for improvement are listed below. Suggestions for individual programs are included in the Building Level Case Study Data Summary Reports, pp.13-52.** It should be noted that in the Building Level Data Summary Reports, any suggestion made by a visiting team member that is actually a citation of noncompliance, has an asterisk (*) before it, and it is also listed above with the citations of noncompliance.

It is recommended that the District:

1. Consider the establishment of the position of Elementary Special Education Coordinator to assist the Director in the development of the inclusion model and co-teaching practices between general and special educators, supervision of paraprofessionals, coordination of meetings and correspondence and increasing communication between buildings and among special education personnel.
2. Continue the district focus on reducing the high school drop-out rate and gather data on the number of students with educational disabilities who are included in that drop-out rate.
3. Provide professional development support to special educators in writing measurable, annual IEP goals.
4. Continue the system conversion to the inclusion service delivery model.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

PRESCHOOL BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 59	School: Union Sanborn	Date: January 24, 2007
Programs: Preschool		Number of Cases Reviewed: 2
Recorder/Summarizer: Debra Guillotte		

Name: Debra Guillotte	Position: Preschool Coordinator	Building Level	or	Visiting
Name: Linda Dahl	Position: Preschool Coordinator	Building Level	or	Visiting
Name: Ellen Dearborn	Position: Special Educator	Building Level	or	Visiting
Name: Nancy DAgostino	Position: Educational Consultant	Building Level	or	Visiting
Name: Ruth Smith	Position: Preschool Coordinator	Building Level	or	Visiting
Name: Kathy McKinster	Position: Speech Pathologist	Building Level	or	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Behavior Strategies and Discipline.**

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill in with the number of times a statement was marked from all Data Collection Forms:

The meeting to develop 1 IEP was delayed by the late arrival of needed medical records.

ACCESS TO THE GENERAL CURRICULUM STATEMENTS					YES	NO	N/A
Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.320(a)(1)(ii) ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)" CFR 300.320(a)(4)(iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Is there a written general education curriculum in place for preschoolers?					2		
Does the curriculum incorporate social/emotional skills?					2		
Has this student made progress in social/emotional skills?					2		
Does the curriculum incorporate early language/communication skills?					2		
Has this student made progress in early language/communication skills?					2		
Does the curriculum incorporate pre-reading skills?					2		
Has this student made progress in pre-reading skills?					2		
Does this student have access to appropriate preschool activities?					2		
Does this student have opportunities to interact with non-disabled peers to the maximum extent appropriate on a regular basis, as part of the educational program?					2		
Did the student participate in an assessment as part of the Preschool Special Education Outcomes Measurement System?							2
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to (check all that apply):					2		
Extension in Place	Lack of Qualified Personnel: Psychologist Educator Other Related Services	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
					YES	NO	N/A
Did the IEP team meet to create the IEP within 30 calendar days of eligibility?					2		
Was an IEP fully developed and signed by the student's third birthday?					1	*1	
Are this student's IEP goals written in measurable terms?						*2	

Access Strengths	Access Suggestions for Improvement
<ol style="list-style-type: none"> 1. The District has a written curriculum in place that supports all the domains and is developmentally appropriate for preschoolers. 2. Related service personnel support the curriculum in the work they do with children. 3. Therapies are integrated into the classroom allowing children to more easily transfer the skills from situation to situation. 4. The curriculum goals are embedded into all the day's activities from arrival to preparing to go home. 5. The classroom size supports space for a motor circuit area where therapists and teachers can work with all children. 6. This proactive approach to therapies has the added benefit of providing intervention for many children who may have been identified at a later date. 7. The preschool team members are experienced and dedicated to the preschool program. A culture of respect for each other's expertise was in evidence. 8. There is planned consultation and meeting time. 9. Picture schedules and self help carts are visible for children to use. 10. The program provides consistency and clear expectations for preschoolers both with and without disabilities. 	<ol style="list-style-type: none"> 1. *IEP goals need to be written in measurable terms. 2. *IEP needs to be fully developed and signed by the child's 3rd birthday. 3. Although the program is currently approved as a modified regular classroom there are only 2 or 3 typical peers in each class. The district is strongly encouraged to review the ratio of children with and without disabilities as New Hampshire looks toward adapting new definitions for settings. 4. The district may want to look at providing access to a computer in the classroom for preschoolers. This would allow the use of programming such as Earobic** software for developing auditory processing. <p>**Earobic is auditory processing software.</p>

*This is a citation

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill in with the number of times a statement was marked from all Data Collection Forms:

TRANSITION STATEMENTS						
Ed. 1107.02, (h) Process; Provision of FAPE CFR 300.124 Part C Transition Ed. 1109.01 Elements of an IEP (Transition Services) Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f) CFR 300.322 (b) Parent Participation This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.				YES	NO	NA
Transition planning from ESS to preschool takes place.				2		
Transition planning from preschool to kindergarten or 1 st grade takes place.				1		1
District staff participated in a transition planning conference arranged by ESS and this transition planning conference occurred at least 90 days before the student's third birthday. If not, was it due to: (check all that apply)				1	*1	
Meeting Not Held In Time	Staff Didn't Understand The Process	Communication Breakdown Between School And Early Supports And Services Agency	Student Moved Into The District After This Time Period			
	X					
Student Not Referred Prior To 90 Days	Parent / School Communication Breakdown	Other				
				YES	NO	NA
Team around transition includes parents.				2		
Team around transition includes appropriate agencies.				2		
Services agreed on in the IEP began by the time specified in the IEP.				2		
Early Supports and Services provided the school or district with initial information prior to 90 days.				2		
Early Supports and Services evaluation information was shared with the school or district.				2		
Strengths			Suggestions for Improvement			
<ol style="list-style-type: none"> 1. Preschool team works with the elementary team and the principal stays informed of transition plans. 2. The Director of Special Education meets weekly with the preschool team and is well informed on children as they transition to the elementary program. 3. The Sanbornton principal comes to meetings involving their preschoolers. 4. There is a good relationship with the area sending agencies. 5. The preschool coordinator travels to community programs as well as the high school program. 			<ol style="list-style-type: none"> 1. The district is encouraged to review their transitions to kindergarten. One goal should be the provision of written information on kindergarten transitions to parents at an earlier point in the year to limit their anxiety. 2. The district needs to look at developing a written transition plan that provides a means of tracking needed timelines. This would help to eliminate missed deadlines. A written transition plan would also provide clear guidelines for children transitioning to other schools. 3. *Transition planning conference with ESS should take place at least 90 days before student's third birthday. 			

*This is a citation

SUMMARIZE YOUR BUILDING LEVEL DATA

Fill in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>		YES	NO	N/A
Ed. 1109.02 Program	<u>CFR 300.324</u>			
Ed. 1119.11 Disciplinary Procedures	<u>CFR 300.530-300.536</u>			
Ed. 1133.07 (a) (b) (c) (d) (e)	<u>CFR 300.530-300.536</u>			
20 U.S.C. 1415 (K)				
Child Management – Private Schools	<u>RSA 169-C Child Protection Act</u>			
Data are used to determine impact of student behavior on his/her learning.		2		
Has this student ever been suspended from school?		2		
If yes, for how many days?				
A functional behavior assessment has been conducted.		2		
IEP team has addressed behaviors that are impacting student learning.		2		
A behavior intervention plan has been written to address behaviors.		2		
All individuals working with the student have been involved in developing behavior intervention strategies.		2		
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		2		
Results of behavior intervention strategies are evaluated and monitored.		2		
Strengths	Suggestions for Improvement			
<ol style="list-style-type: none"> 1. The consistency and clear expectations support children’s needs. 2. The staffing level allows sufficient support for all children. 3. The team has access to an outside behavior specialist for children with behavior needs. 4. Tiger Town ** staff - the Behavior Specialist and School Psychologist all assist in the development of behavior plans as needed. 5. The staff supports positive behavior through language and modeling. <p>**Tiger Town is a program for students with behavior support needs.</p>				

Summary of Building Level Strengths and Suggestions for Improvement

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is strong support for preschool programs and services from administration. 2. The preschool team has access to the school library and the town library across the parking lot. 3. The location of the preschool near the kindergarten classes and the exit to the playground assists children transitioning in for the day and to kindergarten when they complete preschool. 4. The Extended Year Program is four weeks long and children have some of the same staff. Those in need of articulation support only receive it where it works best for the family, home or daycare. 5. Area doctors and nurse practitioners have a good working relationship with the preschool and make appropriate referrals. 6. The Preschool Coordinator has an excellent relationship with directors of area community based programs and attends their directors' meetings. 7. The preschool team holds a rolling child find program on Mondays. 	<ol style="list-style-type: none"> 1. Technology needs of both the preschoolers and preschool team need to be reviewed. 2. As the school moves toward true formative benchmarks for kindergarten, the school is encouraged to move forward with their plan to see how those link with the new preschool assessments / benchmarks.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 59	School: Union Sanborn School	Date: 1/24/07
Programs: Modified Regular, Resource Room, Self-Contained		Number of Cases Reviewed: 2
Recorder/Summarizer: A. Martel, K. Marini		

Collaborative Team Members:

Name: Andrea Martel	Building Level	or	Visiting
Name: Kay Marini	Building Level	or	Visiting
Name: Claire Mills	Building Level	or	Visiting
Name: Christine Cambray	Building Level	or	Visiting
Name: Kathy McKinster	Building Level	or	Visiting
Name: Rita DeVeer	Building Level	or	Visiting
Name: Debra Tomasek	Building Level	or	Visiting
Name: Debra Markee	Building Level	or	Visiting
Name: Rebecca Downs	Building Level	or	Visiting
Name: Christine Roman	Building Level	or	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.					1	1*	
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					2		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		1
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

- It is obvious that general educators and special educators collaborate and plan together.
- The special education team has the support of the principal and Director of Pupil Services.
- Parental involvement in the special education process is commendable. School communication with parents of students with educational disabilities is quite evident.

Suggestions for Improvement

- *IEP annual goals should be written in measurable terms.

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>			
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	2		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	YES	NO	N/A
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition	
Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• There is a clear plan for grade to grade and school to school transition, and transition activities are documented with a specific form and actual meeting.	

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1		1	
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.		1		1	
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1		1	
All individuals working with the student have been involved in developing behavior intervention strategies.		1		1	
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1		1	
Results of behavior intervention strategies are evaluated and monitored.		1		1	
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ul style="list-style-type: none"> There is strong evidence that behavioral intervention is on-going and proactive. Behavioral intervention planning is district-wide, allowing for a smoother transition from school to school. 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• General and special educators collaborate well together in their planning for students with educational disabilities and demonstrate a strong commitment to serving these students within the regular classroom.	<ul style="list-style-type: none">• More time is needed for training of paraprofessionals and for collaboration and planning with special educators.• The present resource room space provides some distractions because of instruction taking place in different locations in the room. Consider establishing an additional resource room setting to reduce the distractions.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 59	School: Southwick Elementary School	Date: 1/23/07
Programs: Modified Regular, Resource Room Self-Contained		Number of Cases Reviewed: 2
Recorder/Summarizer: Susan Pleau		

Collaborative Team Members:

Name: Rich Hines	Building Level	or	Visiting
Name: Candy Pederzani	Building Level	or	Visiting
Name: Mike Bryant	Building Level	or	Visiting
Name: Koleen Crawford	Building Level	or	Visiting
Name: Jen Sereni	Building Level	or	Visiting
Name: Nancy Coffin	Building Level	or	Visiting
Name: Jennifer Bechtold	Building Level	or	Visiting
Name: Tara Burns	Building Level	or	Visiting
Name: Kathy McKinster	Building Level	or	Visiting
Name: Deb Tomasek	Building Level	or	Visiting
Name: Susan Pleau	Building Level	or	Visiting
Name: Francine Hirsch	Building Level	or	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					2		
IEP goals are written in measurable terms.						2*	
Student has made progress over the past three years in IEP goals. Goal 1					2		
Student has made progress over the past three years in IEP goals. Goal 2					1		1
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					2		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					2		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					2		
Student participates appropriately in state, district and school-wide assessments.					2		
Student <u>shows progress</u> in state, district and school-wide assessments.					2		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2		
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						2	
Extension in Place 2	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

- Positive school culture and climate
- Regular educators are trained in specialized reading programs.
- Curriculum consistency between grade levels
- Administration is very supportive in implementing the inclusionary model and differentiated instruction.
- 90 minute reading blocks have been introduced.
- Teaching staff has implemented writing across the curriculum.

Suggestions for Improvement

- * Follow through on IDEA regulations requiring measurable annual IEP goals.

*This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:	2		
Transition planning from grade to grade takes place.	2		
Transition planning from school to school takes place.	2		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.			
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

- Transition planning meetings are held with regular and special educators, Title I, principal and parent of sending and receiving school.
- A step-up day is held at the end of the school year. Students go to next year's teacher and classroom to meet their teacher and classmates.

Suggestions for Improvement

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2			
Has this student ever been suspended from school?			2		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.		1			1
IEP team has addressed behaviors that are impacting student learning.		2			
A behavior intervention plan has been written to address behaviors.		1			1
All individuals working with the student have been involved in developing behavior intervention strategies.		1			1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.		1			1
Results of behavior intervention strategies are evaluated and monitored.		1			1
A school-wide behavior intervention model exists.		2			
Strengths	Suggestions for Improvement				
<ul style="list-style-type: none"> Implementation of Positive Behavior Interventions and Supports Back on Track program to assist students in following school rules and developing problem solving skills Data collection to track student behaviors 					

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• Very positive school climate• Teamwork between general and special educators• Supportive administration• 90 minute reading blocks	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 59	School: Sanbornton Central	Date: 1/24/07
Programs: Modified Regular, Resource Room		Number of Cases Reviewed: 1
Recorder/Summarizer: Susan Pleau		

Collaborative Team Members:

Name: Paula Young	Building Level	or	Visiting
Name: John Cormier	Building Level	or	Visiting
Name: Deb Tomasek	Building Level	or	Visiting
Name: Linda Chapin	Building Level	or	Visiting
Name: Sandie Sterling	Building Level	or	Visiting
Name: Susan Pleau	Building Level	or	Visiting
Name: Francine Hirsch	Building Level	or	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					1		
IEP goals are written in measurable terms.						1*	
Student has made progress over the past three years in IEP goals. Goal 1					1		
Student has made progress over the past three years in IEP goals. Goal 2					1		
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					1		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					1		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					1		
Student participates appropriately in state, district and school-wide assessments.					1		
Student <u>shows progress</u> in state, district and school-wide assessments.					1		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					1		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.							1
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)						1	
Extension in Place X	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

- Administrative support
- Committed staff
- Teachers follow through on accommodations in the classroom.
- Principal has a special education background.

Suggestions for Improvement

- *Follow through on writing measurable annual IEP goals.

*This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	1		
Transition planning from school to school takes place.	1		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	1		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.			
IEP team includes parent as part of transition planning.			
IEP team and process includes student as part of transition planning.			
IEP includes current level of performance related to transition services.			
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

- Transition meetings are held for parents with special educators from sending and receiving schools.
- All students visit their new school.
- An evening open house at the receiving school is held for families.
- 5th graders from Southwick and Sanbornton elementary schools attend a week-long ecology camp together.

Suggestions for Improvement

- Develop a written transition plan for preschoolers who are entering kindergarten and their parents.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		1			
Has this student ever been suspended from school?			1		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					1
IEP team has addressed behaviors that are impacting student learning.					1
A behavior intervention plan has been written to address behaviors.					1
All individuals working with the student have been involved in developing behavior intervention strategies.					1
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					1
Results of behavior intervention strategies are evaluated and monitored.					1
A school-wide behavior intervention model exists.					
Strengths	Suggestions for Improvement				
<ul style="list-style-type: none"> • The Positive Behavior Intervention and Supports initiative is effective. • Consistent behavioral data is collected on all students k-8 across the district. 					

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 59	School: Winnisquam Regional Middle School	Date: 1/24/07
Programs: Modified Regular, Resource Room, Self-Contained		Number of Cases Reviewed: 3
Recorder/Summarizer: Patti Montague		

Collaborative Team Members:

Name: Patti Montague	Building Level	or	Visiting
Name: Diane Gray	Building Level	or	Visiting
Name: Jeff Josten	Building Level	or	Visiting
Name: Jamie Vose	Building Level	or	Visiting
Name: Barbara Cook	Building Level	or	Visiting
Name: Whitney Rhine	Building Level	or	Visiting
Name: Midge Flanders	Building Level	or	Visiting
Name: Tom Croteau	Building Level	or	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.					1	2*	
Student has made progress over the past three years in IEP goals. Goal 1					1	1	1
Student has made progress over the past three years in IEP goals. Goal 2					2		1
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
Student participates appropriately in state, district and school-wide assessments.					3		
Student <u>shows progress</u> in state, district and school-wide assessments.					3		
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					3		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					1	2	
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					3		
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.							
<i>IF YES:</i> within 4 years?							
Student will earn an IEP diploma or a certificate of competency.							
<i>IF YES:</i> within 4 years?							
Does this school / district have a clear policy for earning a high school diploma?							

Access to the General Curriculum

Strengths

- Administration and special educators embrace inclusion.
- Weekly meetings are scheduled for general and special educators to collaborate and plan.
- Strong support for special education programs and services is provided by administration.
- Laptop initiative provides a laptop to each 7th grader.
- NWEA assessment program in place to measure all students' progress in math and reading three times a year.

Suggestions for Improvement

- Provide professional development opportunities for inclusion strategies for general and special educators.
- Increase understanding of disabilities for general education staff.
- There is a need for increased time to collaborate and plan with general education staff.
- Consider providing additional opportunities in the daily schedule for intense instruction besides the 8th block.
- *Annual IEP goals need to be written in measurable terms.

*This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>	YES	NO	
Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.			
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	1	2	
IEP team includes parent as part of transition planning.	3		
IEP team and process includes student as part of transition planning.	2	*1	
IEP includes current level of performance related to transition services.	1	*2	
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.			
A statement of the transition service needs is included in the IEP.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:	YES	NO	N/A
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.			
There is documentation that representatives of other agencies have been invited to IEP meetings.			
Statement of needed transition services is presented as a coordinated set of activities.			
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).			
The IEP includes a statement of needed transition services and considers instruction.			
The IEP includes a statement of needed transition services and considers related services.			
The IEP includes a statement of needed transition services and considers community experiences.			
The IEP includes a statement of needed transition services and considers development of employment skills.			
The IEP includes a statement of needed transition services and considers development of daily living skills.			
Student is informed prior to age 17 of his/her rights under IDEA.			
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			

Transition

Strengths

- Step-up days are scheduled at the end of the year.
- Next year's teams are invited to IEP meetings.
- Incoming 6th graders meet the principal and receive a letter from him.
- Meetings are held with 6th and 7th grade teachers to review each incoming student's needs.
- High school guidance counselor visits the middle school to orient students.

Suggestions for Improvement

- Transition planning should be designed as a results oriented process that promotes movement from school to the student's desired post-school goals.
- *IEP team and process should include the student as part of transition planning
- *IEP should include current level of performance related to transition services.

*This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			YES	NO	N/A
Ed. 1109.02 Program	CFR 300.346				
Ed. 1119.11 Disciplinary Procedures	CFR 300.519-300.529				
Ed. 1133.07 (a) (b) (c) (d) (e)	CFR 300.510-300.529				
20 U.S.C. 1415 (K)					
Child Management – Private Schools	RSA 169-C Child Protection Act				
Data are used to determine impact of student behavior on his/her learning.		2		1	
Has this student ever been suspended from school?			3		
If yes, for how many days?					
If appropriate, a functional behavior assessment has been conducted.					3
IEP team has addressed behaviors that are impacting student learning.					3
A behavior intervention plan has been written to address behaviors.					3
All individuals working with the student have been involved in developing behavior intervention strategies.					3
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.					3
Results of behavior intervention strategies are evaluated and monitored.					3
A school-wide behavior intervention model exists.		3			
Strengths	Suggestions for Improvement				
<ul style="list-style-type: none"> • Positive Behavior Interventions and Supports has been a successful innovation. • Back on Track room provides support to students who need adjustment time. • Behavioral data is kept on all students. 	<ul style="list-style-type: none"> • Consider instituting an in-school suspension program with an academic emphasis. • Try to shift the behavior system to a positive orientation rather than a punitive one. • Place greater emphasis on the school’s bullying policy. 				

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• Considerable time is provided for staff to communicate and plan together.• The 7th grade laptop initiative has been effective in building students' technology skill set.• Special education staff is caring, empathetic, and enthusiastic.• Parent communication is high priority.• There is focus on consistent transition planning.	<ul style="list-style-type: none">• There is a need for school-wide staff training in inclusion strategies.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL CASE STUDY DATA SUMMARY

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 59	School: Winnisquam Regional High School	Date: 1/24/07
Programs: Modified Regular, Resource Room, Self-Contained		Number of Cases Reviewed: 3
Recorder/Summarizer: Team		

Collaborative Team Members:

Name: Helene Anzalone	Building Level	or	Visiting
Name: Joyce Berney	Building Level	or	Visiting
Name: Joanne DeBello	Building Level	or	Visiting
Name: Goeff Tomlinson	Building Level	or	Visiting
Name: James Stapleton	Building Level	or	Visiting
Name: Karen Guercia	Building Level	or	Visiting
Name: Elaine Fabian	Building Level	or	Visiting

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:
Access to the General Curriculum, Transition and Behavior Strategies and Discipline.

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</u>							
Ed. 1109.01 Elements of an IEP CFR 300.347 Content of IEP Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d) Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.553 Ed. 1119.03, Full Access to District's Curricula CFR 300.24, CFR 300.347 Ed. 1119.08, Diplomas Ed. 1107.04 (d) Qualified Examiner Ed. 1133.05 (c)(h)(k) CFR 300.347 Program Requirements, Content of IEP Ed. 1133.20 Protections Afforded to Children with Disabilities CFR 300.347(a) (1) (i) ". . . general curriculum (i.e. ,the same curriculum as for nondisabled children)" CFR 300.347 (a) (3) (iii) "To be educated and participate with other children with disabilities and non disabled children"					YES	NO	N/A
Team uses multiple measures to design, implement and monitor the student's program.					3		
IEP goals are written in measurable terms.						3*	
Student has made progress over the past three years in IEP goals. Goal 1					2	1	
Student has made progress over the past three years in IEP goals. Goal 2					2	1	
Student <u>has access to</u> the general curriculum (as outlined by the district, sending district or NH frameworks.)					3		
Student <u>participates in</u> the general curriculum in a regular education setting with non-disabled peers, as appropriate, with necessary supports.					3		
When participating in a regular education setting with non-disabled peers with necessary supports, student <u>has made progress in</u> the general curriculum.					3		
Student participates appropriately in state, district and school-wide assessments.					3		
Student <u>shows progress</u> in state, district and school-wide assessments.					2	1	
Student <u>has opportunities</u> to participate in general extracurricular and other non-academic activities with necessary supports.					2		
Student <u>does participate</u> in general extracurricular and other non-academic activities with necessary supports.					2	1	
Was the student's most recent individual evaluation (initial or reevaluation), including a written summary report and meeting, held within 45 days of parental permission to test? If not, was it due to: (check all that apply)					2	1*	
Extension in Place	Lack of Qualified Personnel Psychologist Educator Related Services Other	Evaluation Not Completed in Time	Summary Report Not Written in Time	Meeting Not Held in Time X	Other		
<i>For High School Students:</i>					YES	NO	NA
Student is earning credits toward a regular high school diploma.					2	1	
<i>IF YES:</i> within 4 years?					2	1	
Student will earn an IEP diploma or a certificate of competency.					1	2	
<i>IF YES:</i> within 4 years?						3	
Does this school / district have a clear policy for earning a high school diploma?					3		

Access to the General Curriculum

Strengths

- There is strong collaboration between regular educators and special educators in meeting student needs.
- There is evidence of flexibility in scheduling to meet student needs.
- Assisted Study and Academic Skills classes support inclusive instruction and access to the general curriculum for students with educational disabilities.
- Assisted study classes are available to provide support to all students.
- Academic skills classes are in place to support and reinforce skills acquisition and attainment of IEP goals.
- Extended learning opportunities and cross curricular credits are available (for example agricultural science meets biology credit).

Suggestions for Improvement

- *Provide training on how to write and measure annual goals for IEPs.
- * Individual evaluation process must be completed within 45 days.
- Revise life skills curriculum to reflect state standards and GSEs.
- Increase access to hardware and technology for special education students (i.e. computer access in classes, alpha smarts and voice activated software)
- Consider ways to reduce turnover in paraprofessional staff

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>TRANSITION STATEMENTS</u>			
<p>Ed .1102.53, Transition Services CFR 300.29 Ed. 1107.02 CFR 300.132 Part C Transition Ed. 1109.01, Elements of an IEP (Transition Services) CFR 300.347 (b) (1) (2) 20 U.S.C. 1401 (34) 20 U.S.C. 1414 (d)(1)(A)(i)(VIII)(aa)(bb)(cc) Ed. 1109.03, IEP Team CFR 300.344 (b) (1) Ed. 1133.05 CFR 300.347 (b)(1)(2) Program Requirements This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, (c) age 14 or younger, or (d) age 16 or older, as well as from grade to grade and school to school.</p>	YES	NO	
For all students, respond to the following 3 statements:			
Transition planning from grade to grade takes place.	3		
Transition planning from school to school takes place.	3		
Collaboration has occurred between general and special education staff in IEP development and in transition planning.	3		
For middle or high school students, <u>also</u> respond to the following 4 statements:			
Transition planning is designed as a results oriented process that promotes movement from school to the student's desired post-school goals.	3		
IEP team includes parent as part of transition planning.	3		
IEP team and process includes student as part of transition planning.	3		
IEP includes current level of performance related to transition services.	2		*1
If the student is age 14 or older during the course of the IEP, <u>also</u> respond to the following 3 statements:			
There is documentation that the student has been invited to attend IEP meetings.	3		
A statement of the transition service needs is included in the IEP.	3		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	3		
If the student is age 16 or older during course of the IEP, <u>also</u> respond to the following 11 statements:			
Transition plan includes coordinated, <u>measurable</u> , annual IEP goals and includes transition services that will reasonably enable the student to meet the post-secondary goals.	1	*1	
There is documentation that representatives of other agencies have been invited to IEP meetings.			1
Statement of needed transition services is presented as a coordinated set of activities.	2		
The statement of transition focuses on the student's course of study (e.g. vocational programming, advanced placement).	2		
The IEP includes a statement of needed transition services and considers instruction.	2		
The IEP includes a statement of needed transition services and considers related services.	2		
The IEP includes a statement of needed transition services and considers community experiences.	2		
The IEP includes a statement of needed transition services and considers development of employment skills.	2		
The IEP includes a statement of needed transition services and considers development of daily living skills.	2		
Student is informed prior to age 17 of his/her rights under IDEA.	1	1	
If the student is preparing to graduate this year, there is a summary of the student's academic achievement and functional performance , which includes recommendations on how to assist the student in meeting his or her post-secondary goals.			2

Transition

Strengths

- Great emphasis is placed on transition and integrating transition goals and activities into students' schedules.
- Freshman seminar is provided for all 9th grade students to orient them to high school expectations and opportunities.
- Consideration of student strengths and needs in transition planning is evident in planning student programs.
- Crisis intervention support services are consistent in middle and high school, providing a bridge of staff and services for students.
- Guidance department is very involved in supporting students with educational disabilities.
- Career development class and HUOT Tech classes are positive ways to promote successful transition.
- Teams have accessed agencies including Vocational Rehabilitation, Community Bridges and Mental health for transition planning.
- Vocational assessments are completed in a timely manner and used in transition planning.

Suggestions for Improvement

- Include parents' visions and goals in transition planning.
- *Annual goals for transition need to be written in measurable terms.
- *IEP should include current level of performance related to transition services.
- Consider allowing underclassmen (all students in grades 9 & 10) to enroll in prevocational and vocational classes

* This is a citation

SUMMARY OF BUILDING LEVEL DATA

Filled in with the number of times a statement was marked from all Data Collection Forms:

<u>BEHAVIOR STRATEGIES AND DISCIPLINE</u>			
<p>Ed. 1109.02 Program CFR 300.346 Ed. 1119.11 Disciplinary Procedures CFR 300.519-300.529 Ed. 1133.07 (a) (b) (c) (d) (e) CFR 300.510-300.529 20 U.S.C. 1415 (K) Child Management – Private Schools RSA 169-C Child Protection Act</p>	YES	NO	N/A
Data are used to determine impact of student behavior on his/her learning.	1		2
Has this student ever been suspended from school?	1		2
If yes, for how many days?	8		
If appropriate, a functional behavior assessment has been conducted.	1		2
IEP team has addressed behaviors that are impacting student learning.	1		2
A behavior intervention plan has been written to address behaviors.	1		2
All individuals working with the student have been involved in developing behavior intervention strategies.	1		2
Specialized training for implementing interventions, strategies and supports has been provided to parents, providers and others as appropriate.	1		2
Results of behavior intervention strategies are evaluated and monitored.	1		2
A school-wide behavior intervention model exists.		3	
Strengths	Suggestions for Improvement		
<ul style="list-style-type: none"> • Demonstrated flexibility in utilizing building resources to assist students with behavioral issues (e.g. principal, asst principal, guidance counselor, crisis intervention, special educators, PASS** staff, etc.) • Implementation of the PASS** program to facilitate positive student behaviors. • There is good parent involvement and support in creating and implementing student behavior plans. • Behavior issues are resolved in a timely manner. <p>**PASS is the high school component of the district “on track” program supporting students with behavior challenges.</p>	<ul style="list-style-type: none"> • Functional behavior plans need to be more specific, including triggers, teacher expectations, student expectations, behavioral goals, and identifying hierarchy of specific personnel student is to go to for intervention. • Communicate interventions and strategies taught from professionals to parents and classroom teachers to increase consistency. • Plan should be evaluated using data such as number of times out of class and detentions, with the overall goal of decreasing the need for the plan. • Provide professional development for paraprofessionals to learn behavioral strategies and interventions to use in class. 		

SUMMARY OF BUILDING LEVEL STRENGTHS AND SUGGESTIONS FOR IMPROVEMENT

Strengths	Suggestions for Improvement
<ul style="list-style-type: none">• Addition of Freshman Seminar taught by guidance counselor to focus on career goals and student transition plans.• Movement forward in attaining and maintaining deficit skills.• The focus on obtaining credit for coursework through academic skills class.• Strong collaboration between special educators, related service providers and general educators is evident. There is an overall awareness of student needs and goals, and meeting those needs and goals, despite challenging caseloads, change in IEP software, etc.• Initiation of a mentor program to facilitate a positive learning environment and positive student-teacher interaction.	<ul style="list-style-type: none">• Continue staff development with paraprofessionals, special education staff and regular educators on differentiated instruction and remediation in reading, writing and math skills.• Work on providing additional extended learning opportunities, cross-curricular credits for drop-out prevention.• Consider alternatives to out-of-school suspension, such as in-school suspension and/or adoption of a school-wide positive behavioral support program.

VI. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

Out of District File Review Summary

SAU: 59

Date: 11/9/06

Reviewer: Dick Lates

Number of Files Reviewed: 3

COMMENDATIONS

The student files that were reviewed were found to be substantially complete and maintained in good order.

CITATIONS OF NONCOMPLIANCE

Ed. 1109.01 CFR300.347(a)(5)(ii)

The IEP should indicate how the student will participate in statewide or district wide assessments.

Ed. 1109.01 CFR 300.347 (a)3(ii)

A copy of the student's schedule should be included in the student's file.

James O. File Review Summary

SAU: 9

Date: 11/9/06

Reviewer: Dick Lates

Number of Files Reviewed: 1

COMMENDATIONS

The student file that was reviewed was found to be substantially complete and maintained in good order.

CITATIONS OF NONCOMPLIANCE

There were no instances of non-compliance found in the student file that was examined.